

**A Guide to  
The Mentoring Process  
Supplement to the  
NC DPI Mentor Teacher Handbook**

**Office of School Readiness  
North Carolina Department of Public Instruction  
Teacher Licensure Unit  
MAF Teachers in Nonpublic Schools**

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## Introduction

The Teacher Licensing Unit (TLU) is designed to provide a vehicle for More at Four (MAF) teachers in nonpublic schools (private child care centers and Head Start programs) to participate in a licensure program, while working in a MAF classroom. Teachers who have a Birth-through-Kindergarten Standard Professional 1 License (B-K SP 1 License) License, or who are eligible for an Initial Provisional Birth-through-Kindergarten License (Lateral Entry B-K License) may work with a mentor and evaluator for a three-year period to successfully demonstrate satisfactory performance with children in the classroom.

Before the widespread implementation of preschool programs in North Carolina, the North Carolina Department of Public Instruction (DPI) implemented a program to evaluate the performance of teachers in the public school (1985). This Teacher Performance Appraisal Instrument (TPAI) was revised in 2000 (TPAI-R). While these revisions reflected current research and standards in K-12 teaching, they do not reflect specific early childhood approaches for younger children.

To address this need, the Pre-Kindergarten and Kindergarten Teachers' Performance Appraisal Instrument (PKKTPAI) Project was initiated to develop and validate an instrument for evaluating early childhood teachers in North Carolina. The PKKTPAI was endorsed by the NC State Board of Education (SBE) in August 2006, and in January 2007, the TLU incorporated the PKKTPAI into the evaluation process of initially licensed teachers in More at Four pre-kindergarten nonpublic school programs.

*The Guide to the Mentoring Process* describes procedures and strategies, and provides forms for accomplishing mentoring and teacher evaluation objectives. While a central piece of this process is the Pre-Kindergarten-Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI), just evaluating teachers will not make them better. A partnership between evaluation and support, encouragement, resources and a mentoring program can make a difference.

*The Guide to the Mentoring Process* was developed by the TLU to supplement the NC DPI Mentor Teacher Training Handbook to intentionally address the unique needs of pre-kindergarten teachers completing the NC teacher licensure process. The *Guide* explains the roles of the various participants in the TLU process: mentor, teacher, evaluator, and center director (administrator). Components of the process, strategies, and forms to support this are suggested. Moreover, elements from the current NC DPI Mentor Handbook guide the relationships within these partnerships.

Curriculum materials used in More at Four classrooms, the Early Childhood Environment Rating Scale-Revised (ECERS-R), *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*, and the North Carolina Guide for the Early Years combine with the major functions of the PKKTPAI to allow self assessment, reflections, and professional growth through observation and evaluation.

The *Guide* includes explanations of the role of the mentor and the components or steps teachers and mentors take in working toward satisfactory completion of North Carolina's teacher licensure process. Mentors are also expected to complete training in conducting the PKKTPAI, developing Individual Growth Plans, and *Foundations: Early Learning Standards*, Level 1.